

Austwick CE (VA) Primary School

KS2 History Curriculum



	Autumn	Spring	Summer
A	Ancient Greece	Roman Empire and its impact on Britain	Ancient Mayans
B	Stone Age to Iron Age	Earliest Civilisations - Ancient Egypt	Ancient Sumer
C	Post Roman Britain - Anglo Saxons and Picts	Transatlantic Slave Trade	World War 2
D	Viking and Anglo-Saxon Britain	Early Islamic Civilisations	Monarchy and Democracy since 1066

Year A

	Enquiry Questions	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
	<i>Big Questions</i>				
Autumn Ancient Greece	How are we still influenced today by the life of the Ancient Greeks <i>Why do we still study the Ancient Greeks today?</i>	Ancient Greece – a study of Greek life and achievements and their influence on the western world. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	Find the Ancient Greeks on a timeline and compare with other eras studied. Understand that Ancient Greece was made up of city states. Look at maps and link geography (climate and physical features) to implications on food production, travel and settlements. Compare Athens and Sparta - Athens— coast/port/outward looking culture/wealthy due to trade/ democracy.	Create an annotated timeline within a specific period of history to set out the order that things have happened. Comparison grid for Athens and Sparta. Evidence of the understanding of the influence of Ancient Greece on the world today. Developing enquiry questions.	chronology, era, dates, time period, raid, mediaeval, homeland, exploration.

Austwick CE (VA) Primary School

KS2 History Curriculum



			<p>Sparta—insular, surrounded by mountains/ military machine (all about the army)/ agriculture/oligarchy. Use sources to infer The influence of religion Use sources to find out the Greek culture that we still use today (Olympics, theatre etc.) Examine influences on the western world Greeks influenced people at the time (Romans) Today— the Olympic games, Ancient Greek theatres, architecture, maths, literature and many more. Develop own enquiry questions. eg— which city state would you prefer to come from? Use sources to answer.</p>		
<p>Spring</p> <p>Roman Empire and its impact on Britain</p>	<p>What was the Roman Empire and how did it become so large/powerful?</p> <p>What was the impact of the Roman Empire on Britain?</p> <p><i>Is it ever right to take control of another country?</i></p>	<p>The Roman Empire and its impact on Britain Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. Gain historical perspectives by placing growing knowledge into different contexts: economic, military, political and social history</p>	<p>What is an Empire? What were the origins of the Roman Empire it begin? When did it begin? How did it expand? How large did it get? What enabled this to happen? Link to road network / trade routes / show on maps. Understand the spread of the Roman Empire in a geographic and chronological sense. Make links between new and existing learning. Do we know what Europe looked like before the Roman Empire? Identify the narrative of British history and begin to make links between British, Roman and world history.</p>	<p>Create an annotated timeline within a specific period of history to set out the order that things have happened. Annotated maps. Analyse some key sources to support the enquiry Pupils can present the answer to the enquiry question in different ways. Create an annotated timeline within a specific period of history to set out the order that things have happened. Pupils can voice their opinions about Roman invasion, describing cause and effect and relate this to prior learning. Use sources to explore a Roman achievement and explain why it is significant.</p>	<p>chronology, era, dates, time period, raid, mediaeval, homeland, exploration, empire, civilisation, parliament, senate, empire, republic, monarchy, peasantry, leadership.</p>

Austwick CE (VA) Primary School

KS2 History Curriculum



			Look at sources that support the narrative that Roman technological/societal advances enabled them to dominate at this time e.g. writing, money, military	Debate—which is the most significant achievement. You may want to present this as a written piece. Children research how their achievement was used during the Roman period and write a summary. Then add a comparison of how it impacts lives today.	
Summer Ancient Mayans	<p>What can the things they left behind tell us about Mayan society?</p> <p>How similar were the Mayan and Egyptian civilisations?</p> <p><i>Does being clever mean the same thing as being wise?</i></p>	<p>A non-European society that provides contrasts with British history.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Use dates to show the chronology of the Maya civilisation.</p> <p>Find the similarities and differences we can determine through Maya and Egyptian writing.</p> <p>Understand that different early civilisations had different ways of counting and telling the time .</p> <p>Understand that Mayan cities were interdependent through trade .</p> <p>Explain how Mayan society was complicated and diverse, with rich and poor people, weak and strong people, people with power and people without.</p> <p>Building on previous source enquiries to ask questions about sources, discuss their utility, think about how they can be used together to form a picture of the past.</p>		<p>Glyphs, cenotes, chultuns, Mesoamerican, Copan, hieroglyphic, stela/stelae, long count calendar system, cacao, dependence/interdependence, resources, Popul Vuh</p>

Austwick CE (VA) Primary School

KS2 History Curriculum



Year B

	Enquiry Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
Autumn Stone Age to Iron Age	<p>What was everyday life in Britain like in the Stone Age? The Stone Age ended over six thousand years ago. Why is it important?</p> <p><i>What do humans really need to survive?</i></p>	<p>Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions.</p>	<p>Discuss the scale of history. Understanding of how a timeline works Use dates and terms related to the time period and passing of time Understanding historical periods through time Prehistory—everything before civilisation occurred (less developed and no source of writing) - evidence—archaeology. Use a variety of sources when researching Understand what we can learn from archaeology Use research skills to find answers to specific historical questions (secure</p>	<p>Use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>Present work in chosen format relating to the enquiry questions.</p>	<p>Nomad/nomadic, ice age, immigrants, settlement, archaeologist, bronze, copper, tin, iron, bog bodies, characteristic features, site, story. century, decade, BC and AD, settlement.</p>

Austwick CE (VA) Primary School

KS2 History Curriculum



			<p>understanding of what life was like for people during these periods) Tools Homes Food (introducing agriculture)</p>		
<p>Spring</p> <p>Earliest Civilisations - Ancient Egypt</p>	<p>What made the Ancient Egyptian civilisation so successful? What did the earliest civilisations have in common?</p> <p><i>Why did Ancient Egyptians believe in after life?</i></p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. A depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>An overview of all four earliest civilisations and compare timelines.— Mesopotamia, Egypt, Indus Valley and Shang China When? Where in the world? Understand the kingdoms of Ancient Egypt Understanding of how a timeline works Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD. Investigate the role of the Pharaoh in Ancient Egypt. Investigate the role of the River Nile Settlement (stable weather conditions—equator and tropics)—farming/ travel / transport. Use sources to find out about agricultural developments—a key achievement to enable Egyptians to be successful</p>	<p>Create a timeline within the Ancient Egyptian period to set out the order that things happened. Create an annotated map of Upper and Lower Egypt. Without the River Nile, lives would have been different because... Work to show an children’s understanding of the Egyptian achievements and features of everyday Egyptian life.</p>	<p>Ptolemy/ Ptolemaic, dynasty, pharaoh, papyrus, Aten, stereotypes, propaganda, decline, Greek, Roman, Cleopatra, Akhenaten, Nefertiti, Ramesses, Hittite century, decade, BC and AD, invasion, settlement, empire.</p>

Austwick CE (VA) Primary School

KS2 History Curriculum



			<p>Look at the development of tools over time / irrigation / make links with food and trade.</p> <p>Find out about the role of the scribe (involved in everything).</p> <p>Rosetta stone (how we know about the Egyptians)/ hieroglyphics. Investigate Egyptian beliefs about the afterlife.</p> <p>Burials and mummification</p> <p>Book of the dead (scribes)</p> <p>Pyramids and tombs</p>		
<p>Summer</p> <p>Ancient Sumer</p>	<p>How have historians built a picture of life in Ancient Sumer?</p> <p>How can we compare life in Sumer with other ancient societies?</p> <p><i>Would life in Ancient Sumer have been better or worse than life today?</i></p>	<p>Place Sumer in the wider context of early civilisations</p> <p>Recognise similarities and differences (e.g. pyramids vs ziggurats)</p>	<p>That historians consider Ancient Sumer to be the first civilisation.</p> <p>That historians define civilisation to be a society with government, means of symbolic communication and urban development.</p> <p>That technological advances such as irrigation led to a food surplus, and how this led to trade and power structures in society.</p> <p>About conflict and warfare in Ancient Sumer.</p> <p>That artefacts such as the Standard of Ur contain a wealth of information about the past, but can also be misleading</p>	<p>Plot Ancient Sumer on a timeline alongside other studied periods</p> <p>Decode simple cuneiform symbols</p> <p>Role play: a Sumerian farmer exploring irrigation</p> <p>Sort achievements into 'still important today' vs 'less relevant today'</p> <p>Compare a Sumerian city-state with a local town</p>	<p>Civilisation, urban development, Mesopotamia, standard, ruler, government, wealth, power, surplus, irrigation, agriculture, chariot, infantry, class</p>

Austwick CE (VA) Primary School

KS2 History Curriculum



Year C

	Enquiry Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
Autumn	How was life in Anglo Saxon England different to Roman Britain?	A local history study (links made) Britain's settlement by Anglo Saxons	Understand that there is very little evidence for this period of history. Move	Show on timeline where these events fit in line with historical knowledge from previous years.	legacy and period

Austwick CE (VA) Primary School

KS2 History Curriculum



<p>Post Roman Britain - Anglo Saxons and Picts</p>	<p><i>Is change always a good thing?</i></p>	<p>Note connections, contrasts and trends over time Understand how knowledge of the past is constructed from a range of sources</p>	<p>for it now to be known as early-Middle Ages, rather than dark ages Recap the Roman withdrawal from Britain in c. AD 410 and the retreat/fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms— heptarchy: place names and village life— compare with Roman Britain and our landscape today. Begin to identify primary and secondary sources and how these are useful to historians. Look at key sources from the period (Sutton Hoo, Loftus Princess, Crayford Study and Harrogate hoard, plus Gildas and Bede) to learn about life during the period. Sutton Hoo burial contains immense wealth (potentially King of East Anglia) - Staffordshire hoard showed high status military pieces - Bede and Gildas present one narrative of Christian interpretation of life/events. Christian conversion – Canterbury, Iona and Lindisfarne (Establishment of Whitby Abbey Streonshalh by King Oswy of Northumberland) Why and when was Whitby Abbey built/formed. Purpose of the building? What evidence is there?</p>	<p>Map task to show the changing influences and development in our area over time—place names and settlements. Work produced from source and enquiry tasks - note taking and written answers. Written/tabular comparison between Anglo-Saxons Britain and Roman Britain.</p>	
<p>Spring Transatlantic Slave Trade</p>	<p>What evidence should we look at to discover what it was like for enslaved black people in (British) history?</p>	<p>A local history study – Lancaster, the cotton industry, the trade links from Lancaster and the River Lune, from a period significant in the locality.</p>	<p>The importance of studying Black History. Why the 18th century diagram of the Brookes was created.</p>	<p>Annotate a copy of the diagram of the Brookes. Communicate findings of artefacts through use of ICT, maps, timelines.</p>	<p>Slavery, racial equality, trade, enslaved, slave,</p>

Austwick CE (VA) Primary School

KS2 History Curriculum



	<p>What it would have been like on a ship. How were people's lives impacted? What led to the abolition of the slave trade?</p> <p><i>What does it mean to treat someone fairly?</i></p>		<p>What was the transatlantic slave trade. How Great Britain and Lancashire were involved in the transatlantic slave trade. The chronology of the transatlantic slave trade. What different resources tell us about the transatlantic slave trade.</p>	<p>Produce own accounts, making some connections and contrasts.</p>	<p>Quakers, atlantic, transatlantic</p>
<p>Summer World War 2</p>	<p>How did the lives of British people change on the Home Front during World War 2? What was evacuation really like? How was the RAF able to win the Battle of Britain?</p> <p><i>Why do people sometimes choose to do what is right, even when it is dangerous or unpopular?</i></p>	<p>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Explore what happened at the end of WWI. The consequences of the Treaty of Versailles—economic and social damage – make link to the rise of the Nazis and other extreme parties. WWII When? What? Why? Why did Britain have to go to war in 1939? Diversity of nations that took part in the war The ways in which Britain, and British people, were affected by events during the Second World War Understanding of why evacuation was necessary and what the experience was like Approaches to defeating the threat of German invasion – air raids, shelters, rationing, evacuation—interview, gas masks, Home guard, women in factories and on the land, the Blitz, Dunkirk</p>	<p>Produce a scaled timeline focusing on key events. Identify events which are linked or where cause and effect can be seen e.g. Battle of Britain—key turning point. Annotated maps. Work produced from source and enquiry tasks - note taking and written answers e.g. study of artefacts for a museum. Design/pursue lines of enquiry, thinking about the types of evidence and how they enable historical study.</p>	<p>continuity, social, religious, political, technological, social.</p>

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KS2 History Curriculum



			Impact of propaganda and censorship on enabling us to understand what the Home front was really like Examine evidence of impact of WWII on the local area.		
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Austwick CE (VA) Primary School

KS2 History Curriculum



Year D

	Enquiry Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
Autumn Viking and Anglo-Saxon Britain	<p>Is it fair to describe the Vikings as vicious raiders? How did the Saxons regain control of England?</p> <p><i>What makes someone a hero—bravery in battle, wisdom in peace, or kindness to others?</i></p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Explore Viking raid on Lindisfarne as way to introduce the early contact between the Anglo-Saxons and Vikings. Construct scaled timelines. Viking raids/ trade routes and networks.</p> <p>Different boats for different purposes. Viking exploration and settlements. Investigate primary sources available that recount the conflict from a Saxon perspective.</p> <p>Compare the timelines of the multiple periods of history (Saxon, Viking and Abbasid Caliphate) to allow them to see how they are linked together and cross over. Understand the switch from raiding to invasion and conquest—came for farmland. How King Alfred managed to defend Wessex and eventually establish a coexistence with the Danelaw. Explore the actions of Alfred’s children (Edward and Æthelflæd) and how they continued their father’s work to establish the defensive network of fortifications. Then, how they played a key role in</p>	<p>Scaled timelines.</p> <p>Create questions that would help to give a more balanced view of events.</p> <p>Create a clear summary of the other aspects of the Viking culture not covered by the term raider.</p> <p>Work produced from source and enquiry tasks - note taking and written answers.</p> <p>Alfred the Great—outline his achievements and actions— which could contribute to him warranting the title of ‘the great’.</p> <p>Presentation to answer enquiry</p>	

Austwick CE (VA) Primary School

KS2 History Curriculum



			<p>repelling the Vikings. Then, the Saxons beginning to reclaim the Danelaw. Look at an overview of the later Saxon and Viking/Danish kings to identify the trends (conflict and short reigns). Then, the way in which the Saxon period ended at the Battle of Hastings. In addition to subject related vocabulary – legacy and period.</p>		
<p>Spring</p> <p>Early Islamic Civilisations</p>	<p>Why was the city of Baghdad significant? How was Baghdad different to Britain around 900AD?</p> <p><i>How can knowledge and learning help build a better world?</i></p>	<p>A non-European society that provides contrasts with British history – early Islamic civilization including a study of Baghdad c. AD 900</p>	<p>Understand the differing intervals between events and how events can be both a cause and a consequence. Understand multiple timelines run concurrently Place timeline in a coherent narrative alongside the others studied and make links between them (Saxon and Viking would link chronologically and may provoke discussion about contact). Understand the city of Baghdad and its achievements around 900AD including size, function as a trading centre, capital of the empire, layout etc. Extract evidence from sources and interpret it to compare and contrast their existing historical knowledge base. Learn about the context of the civilisation including the geography of the area and the lives the populace lived. This can be extended by comparing it to other civilizations they know of. Extract and interpret sources to answer a specific learning question related to</p>	<p>Produce a scaled timeline focusing on key events in the Early Islamic timeline. Then identify events which are linked or where cause and effect can be seen Work produced from source and enquiry tasks - note taking and written answers. Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</p>	

Austwick CE (VA) Primary School

KS2 History Curriculum



			<p>Baghdad's function as a centre of learning or trade.</p> <p>The achievements of the civilization including Baghdad's role as an educational and trading centre.</p> <p>In addition to subject related vocabulary – legacy and period.</p>		
<p>Summer</p> <p>Monarchy and Democracy since 1066</p>	<p>How has the role of the monarch changed in Britain since 1066? What makes a good monarch? Is there still a place for the monarchy in modern Britain?</p> <p><i>Is it fairer for one person to make decisions for everyone, or for everyone to have a say?</i></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>What is a monarchy? Share examples and look back at periods studied.</p> <p>In the Middle Ages, the king was the most important man in England.</p> <p>He ruled over all the people in his kingdom with the support of his barons and the Church.</p> <p>The king owned all the land and gave estates to his followers.</p> <p>In return for their estates, the king's followers promised to be loyal to him.</p> <p>They also provided him with knights to serve in his army and gave him money and advice.</p> <p>King John was forced to sign the Magna Carta in 1215 (power became limited).</p> <p>The Magna Carta was important because it promised to protect English people's rights and freedoms. In Magna Carta, John promised to treat people fairly and justly. This was the first time that an English king had been challenged by his own subjects for being a harsh ruler, so that the king was forced to agree to a list of reforms that were written down. Over the course of history, monarchs have been forced to pass their power over to Parliament. Charles I was even executed</p>	<p>Produce a scaled timeline focusing on key events and at least three monarchs: e.g. John, Charles I, Elizabeth I</p> <p>Represent power change over time with a line graph.</p> <p>Work produced from source and enquiry tasks - note taking and written answers.</p> <p>Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</p>	<p>continuity, social, religious, political, technological, social.</p>

Austwick CE (VA) Primary School

KS2 History Curriculum



			<p>by Parliament in 1649. By the end of Queen Victoria's reign in 1901, all power lay in the hands of Parliament in Westminster.</p> <p>Discuss War of the Roses, Civil War— where is the power—monarchy/people?</p> <p>Industrial Revolution</p> <p>Suffragette movement (link with Greece)</p> <p>/ Representation of the people/ Voting made equal –</p>		
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